

# Title II

## Higher Education Act

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University of Nebraska at Kearney  
Alternative, IHE-based Program  
2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** University of Nebraska at Kearney  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2011-12  
**State:** Nebraska

**Address:** College of Education C116  
1615 West 24th Street  
Kearney, NE, 68849

**Contact Name:** Dr. Dennis Potthoff  
**Phone:** 302-865-8814  
**Email:** potthoffd@unk.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

[\(http://www2.ed.gov/about/offices/list/oii/tqp/index.html\)](http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Transitional Certification Program (TCP)	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate Candidates must be offered employment by a school to be eligible for the program.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://aaunk.unk.edu/catalogs/12-13cat/ed/edteachcert.asp>

Please provide any additional about or exceptions to the admissions information provided above:

The candidate in the Transitional Certification Program (TCP) is expected to have a degree with a major in the area of teaching certification that is being sought or have completed at least 75% of the content area credit hours required by the Nebraska Department of Education for the teaching endorsement area sought. The candidate's undergraduate transcript is reviewed to determine if there are any deficits in content area coursework. Any deficits in content coursework are required to be completed prior to completion of the program. This content coursework is completed in addition to the required TCP coursework. Candidates are expected to maintain an overall GPA of 2.50 to be eligible for program admission and also to be approved for program exit. Beginning in the Fall 2013, the minimum GPA will increase to 2.75. Successful completion of the PRAXIS I (PPST) is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513 with minimum scores of 171 in math, 170 in reading, and 172 in writing. Candidates have until enrollment in TE 403 to complete the PRAXIS I requirement. Thus, the number of candidates admitted to the program with full admission into Teacher Education will not be reflective of total enrollment in courses until in TE 403. With regard to background checks, they are the responsibility of the hiring school district.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.42

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.42

### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

Element	Required for Entry	Required for Exit

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.51

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.57

### Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2011-12:	21
Unduplicated number of males enrolled in 2011-12:	11
Unduplicated number of females enrolled in 2011-12:	10

2011-12	Number enrolled

<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	20
Two or more races:	0

### Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	7
Number of students in supervised clinical experience during this academic year	54

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Candidates in the Transitional Certification Program (TCP) must be employed by a school district and issued a Transitional Teaching certificate by the Nebraska Department of Education in order to participate in the program. As of the Fall 2011, the TCP can be completed in two academic years. In the two year program, candidates complete a six credit hour TE 401 course in the first fall semester and complete TE 404, Transitional Student Teaching I for six credit hours during the spring semester of the first year. TE 404 meets the 100 hour requirement as well as part of the student teaching credit hour requirements. In year two of the program, in addition to completing two 6 credit hour courses (TE 402 in the summer and TE 403 in the fall) candidates' academic schedule includes enrollment in TE 405, Transitional Student Teaching II for six credit hours. During TE 405, candidates complete the remainder of the 640 hours of student teaching. Throughout their entire program the candidates will be teaching a full schedule assigned by their employing school district. The University provides a supervisor for each transitional teacher. The TCP is not responsible for mentoring/induction (and thus the report of zero hours above); the hiring school districts are responsible for the type and level of mentoring/induction support that is provided.

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to**

**teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	44
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	44
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	4
Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	8
Teacher Education - Foreign Language	9
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	2
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	1
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	7
Teacher Education - Speech	

Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify : Religious Education (2)	2

### Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	2
Foreign Languages	5
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	2
Philosophy and Religious Studies	3
Agriculture	3
Communication or Journalism	4
Engineering	
Biology	3



Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	5
Computer and Information Sciences	2
Other Specify : Exercise Science (1); International Studies (1); Criminal Justice (1)	3

### Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2011-12: 33

2010-11: 32

2009-10: 34

### Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in mathematics in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2011-12?**

2

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Our Institution continues to promote the TCP to secondary schools in Nebraska as a potential source for filling shortage positions. In 2011-12, two (2) unfilled positions were filled with TCP candidates.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. Beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to a series of graduate level courses and clinical experiences. We believe this change will increase the appeal for potential transitional teaching candidates.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

2

**Provide any additional comments, exceptions and explanations below:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. Beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to a series of graduate level courses and clinical experiences. We believe this change will increase the appeal for potential transitional teaching candidates.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

2

**Provide any additional comments, exceptions and explanations below:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. Beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to a series of graduate level courses and clinical experiences. We believe this change will increase the appeal for potential transitional teaching candidates.

## Section II. Annual Goals - Science

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))**

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

3

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Our Institution continues to promote the TCP to secondary schools in Nebraska as a potential source of new teachers in cases where a fully certified candidate is not available. In 2011-12, five (5) unfilled science teaching positions were filled with TCP candidates.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. As a result of curriculum planning completed in 2011-2012, beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to delivery via graduate level courses and clinical experiences. We believe this change will increase the appeal for potential transitional teaching candidates.

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

3

**Provide any additional comments, exceptions and explanations below:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. Beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to a sequence comprised of graduate level courses and clinical experiences. We believe this change in the level of the coursework will increase the appeal for potential transitional teaching candidates.

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

3

**Provide any additional comments, exceptions and explanations below:**

The TCP program took steps in 2011-2012 to upgrade the quality and visibility of information available. We continued to build awareness of the TCP amongst school districts across the state. Beginning in the Fall 2013, the TCP will transition from being delivered via undergraduate (post-graduate) courses to a sequence comprised of graduate level courses and clinical experiences. We believe this change in the level of the coursework will increase the appeal for potential transitional teaching candidates.

## Section II. Annual Goals - Special Education

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

No

**How many prospective teachers did your program plan to add in special education in 2011-12?**

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

NA

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

The special education certification requirements are exceedingly difficult to meet within the parameters of the TCP program. The TCP Program is not a realistic one for special education certification at this time.

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

No

**How many prospective teachers did your program plan to add in special education in 2012-**

13?

**Provide any additional comments, exceptions and explanations below:**

The special education certification requirements are exceedingly difficult to meet within the parameters of the TCP program. The TCP Program is not a realistic one for special education certification at this time.

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

No

**How many prospective teachers does your program plan to add in special education in 2013-14?**

**Provide any additional comments, exceptions and explanations below:**

The special education certification requirements are exceedingly difficult to meet within the parameters of the TCP program. The TCP Program is not a realistic one for special education certification at this time.

## Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in instruction of limited English proficient students in 2011-12?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?**

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

NA

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

To date, the TCP has focused on secondary (7-12) shortage areas. At our institution, the ESL endorsement is a supplemental K-12 endorsement. Given that some of the candidates/completers in the TCP are fluent in a language other than English, our institution should encourage alternative candidates with special language skills to consider adding the ESL endorsement.

**Academic year 2012-13****Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

No

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?****Provide any additional comments, exceptions and explanations below:**

To date, the TCP has focused on secondary (7-12) shortage areas. At our institution, the ESL endorsement is a supplemental K-12 endorsement. Given that some of the candidates/completers in the TCP are fluent in a language other than English, our institution should encourage alternative candidates with special language skills to consider adding the ESL endorsement.

**Academic year 2013-14****Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

No

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?****Provide any additional comments, exceptions and explanations below:**

To date, the TCP has focused on secondary (7-12) shortage areas. At our institution, the ESL endorsement is a supplemental K-12 endorsement. Given that some of the candidates/completers in the TCP are fluent in a language other than English, our institution should encourage alternative candidates with special language skills to consider adding the ESL endorsement.

**Section II. Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Transitional Certification Program (TCP) candidates complete a core of professional education courses as part of the certification process that are specifically designed to address the above areas. Also, they are receiving practical experience in the classroom at the same time. Additionally, they are mentored by assigned faculty within the school where they have the Transitional Teaching certificate to assist with problems related to situations as they arise.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	15	182	15	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	31	180	30	97
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	34	180	32	94
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	32	184	32	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETSo710 -PRAXIS I READING Educational Testing Service (ETS)	15	182	15	100

Other enrolled students				
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	30	182	30	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	33	180	33	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	31	181	30	97
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	15	179	15	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	31	177	31	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	33	178	33	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	31	178	29	94

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	31	30	97
All program completers, 2010-11	34	32	94
All program completers, 2009-10	32	30	94

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by**



the state (as per section 207(a) of the HEA of 2008)?

No

## Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

The professional education sequence required of Transitional Certification Program (TCP) candidates is completely dependent on using technology for the coursework. The candidates are also working with school-based technology during their program. Principles of universal design and differentiated instruction are incorporated in the pedagogical practices studied. Participation in the program is technology-based. All candidates must demonstrate their technology competency with every assignment and course. Additionally, required assessments in the capstone clinical experience(s) have technology criteria that are evaluated as part of meeting their student teaching requirement. Candidates also use Task Stream as part of program and course requirements. University faculty are participating in technology workshops designed to enhance their utilization of technology with the Transitional Certification Program candidates.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

TCP candidates complete mandatory coursework designed to prepare them for effectively teaching students with disabilities and / or students who are limited English proficient. The three course modules are as follows: TE 401 (Context of Education), TE 402 (Professional Knowledge and Skills I), and TE 403 (Professional Knowledge and Skills II). Two clinical courses, TE 404 (Transitional Student Teaching I) and TE 405 (Transitional Student Teaching II) are also required. TE 404, which occurs early in the program (first year), assists candidates with the transition into the classroom. One of the required assignments in TE 404 is the "Case Study of a Classroom". This assignment requires the candidate to specifically identify learners with special needs that they will be working with in their teaching assignment. The initial information obtained about learner needs in Case Study of a Classroom then provides a segue into the topics on learner diversity and meeting their needs in the following required program courses -- TE 401, 402, and 403. The expectations for TE 405 include the "Case Study of a Unit" assignment. This assignment, which includes the gathering of pre-assessment and post-assessment student performance data, requires that candidates modify the curriculum on the basis of data analysis. A key purpose for this assessment is to enhance candidates' skill at effectively meeting the learning needs of all students. The full time faculty teaching and supervising in the TCP have been engaged in a multi-year professional development initiative focused on differentiated instruction. This initiative has elevated the overall quality of instruction provided for candidates.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**

NA

- **participate as a member of individualized education program teams**

NA

- **teach students who are limited English proficient effectively**

NA

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

The TCP Program is not considered to be appropriate for the licensure of special education teachers. There is no undergraduate major that provides the supporting coursework needed for the special education licensure area. Thus, candidates interested in special education are required to take the traditional initial licensure program. Initial endorsement programs in special education and English as a Second Language (ESL) are delivered in both the face to face and online formats. The availability of two different delivery formats enhances the overall quality of our programming.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Candidates must possess a degree in the subject in which they are seeking endorsement and also must have been offered employment by a school district that was unable to find a fully certified teacher as prerequisites for admission into the program. For Section I.c Enrollment, the numbers provided are candidates enrolled in the program who DID NOT complete the TCP during 2011-2012. To qualify for a Transitional Teaching license in a specific content area, the candidate must have, as a minimum, 75% of the content coursework prior to admission into the program. Any remaining content/discipline-specific coursework in the content area must be completed prior to program completion. Prior to program completion and recommendation for licensure, candidates are also required to successfully complete the PRAXIS I (PPST). Successful completion of the PRAXIS I is based on using a total score calculation for all three tests. The sum total score must be at least a minimum score of 513. Successful completion of the PRAXIS I is a pre-requisite for enrollment in TE 403. Prior to program completion and recommendation for licensure, candidates must also successfully complete all required coursework and clinical field experiences and maintain a minimum GPA of 2.50. Candidates in the TCP are issued a special Transitional Teaching license that is used throughout the entirety of the two year TCP. The combination of the TE 404 and TE 405 clinical experiences meet state of Nebraska field experience requirements for initial certification. Candidates in the program, are required to complete an initial field experience/student teaching requirement (TE 404, Transitional Student Teaching I) in the first year of the program. They teach in their respective school district and complete the second clinical component (TE 405 Transitional Student Teaching II) in the semester following completion of their coursework. Converting the TCP to a two year program (in prior years the program was three years in length average) had two key impacts on this TITLE 2 Report: (a) the process of gaining formal admission to the program was accelerated—candidates are meeting the admission requirements earlier; and (2) the number of students in field experiences is narrowed to those candidates enrolled in TE 404 or TE 405 each year. Beginning with the Fall 2013, the TCP will undergo a significant change; the sequence of courses and field experiences will be converted to the graduate level (800 level). It seems likely that this change will prove to be more attractive for prospective TCP candidates. TCP Advisory Council members also expressed enthusiastic support for this change.

### Supporting Files

University of Nebraska at Kearney  
Alternative, IHE-based Program  
2011-12

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Title II, Higher Education Act  
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